Medium Term Planning Sheet: Secondary Class: V2 Teacher: Sarah Griffey



Subject	PSHCE		Puberty & Sexual Health Sexual Health & Fertility Positive Relationships R Contraception & Parent Relationship Values R17 R9, 10 (KS4)	7 H26, 27, 28, 29, 30, 31, 32, 33 R1, 2, 3, 4, 5, 6, 7, 8 Hood KS3 & KS4 1, 12 (KS3) Respectful Relationships R11, 12, 13, 14, 15, 16, 7 B, 29, 30, 31 (KS3)	5	erm: 4 8
		elationships, sex, con		Alternative Learning Environments/	Resources:	
STI's, co	ntraception	, family, friends, partn	ers	Metro		
				NHS website		
				Truetube – Being Victor		
Pupil	Year group	Pupil Asset Stage at data 2021)	start of term (Term 6	Pupil Asset Stage end of year target		
SE	9	21	DEV			
JO	9	3	BE <i>G</i>			
CR	10	21	DEV			
BS	10	31	EMB			
LS	11	20	EV+			
OV	10	3	BE <i>G</i>			
KT	9	3	BE <i>G</i>			
JW	9	3	BE <i>G</i>			
RW	10	21	EMB			

	Can recognise different behaviours that can be helpful/ unhelpful, kind/ unkind and how these behaviours affects others Identify what experiences makes them feel pleased or cross and identify positive or negative sensations inside and outside of					RW
	the body					
	Identify special people – family/ friends					
	To understand what physical contact is acceptable or unacceptable					
	Recognise and use the correct names for main parts of the body including external genitalia					4
	Makes purposeful relationships with others in group activities and attempt to negotiate with them (for example, if other pupils wish to use the same piece of equipment)					
	To recognise basic differences between our bodies as we grow					
Level 2	Recognise the difference between a secret and a surprise and importance of not keeping secret from adults, only surprises					
	an recognise in simple terms what it means to be unkind, to tease and what the term bully means					
	Can recognise the difference between being hurt physically and emotionally					
	Can understand appropriate touch and appropriate touch and greetings between friends and family					
	Can make and accept a constructive suggestion					1
	Identify that people have differences and similarities					
	Recognise what it means to lose something/someone special and how it makes us feel					
	Explain what happens if they don't take care of personal hygiene					
	Discuss the differences between some feelings					
	Recognise the physical differences between boys and girls					
	Understand how the spread of germs occurs					
	To identify different types of families					
	Able to show what is meant by body space/personal space					
	Recognise what keeping safe means in the physical world and in the online world					
evel 3	Identifying emotions for when they are feeling safe or unsafe					
	Is able to identify different types of relationships					
	Can recognise who and when to trust others					
	Can give examples of causes of disputes and conflicts in class/playground and identify give good solutions					
	Demonstrate how to take turns when giving opinions and views					
	Give examples of different types of friendships					
	To judge what kind of physical contact is acceptable and how to respond					
	Describe physical similarities and differences between boys and girls and recognise that they are of equal value					
	Describe simple ways to reduce the spread of bacteria and viruses					
	Can identify what is unacceptable physical contact					
	To recognise when it is right to break a confidence or share a secret and who you should talk to				1	1
	Able to demonstrate steps to take if feel unsafe with a person or situation	1			1	1
evel 4	Able to differentiate between teasing, hurtful behaviour and bullying and give examples of this				1	1

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Level 4	Understand why no one should be asked to keep a secret they feel uncomfortable about. Demonstrate				
	strategies to use when feeling pressurised to do something				
	Explain a positive, healthy relationship is and describe some of the qualities that they admire in others				
	To demonstrate that own actions affect others and themselves				
	Identify what makes them happy or sad				
	To understand how we grow and change physically and emotionally				
Describe feelings of sadness, loss or grief they have had					
	To understand public and private spaces				
	Recognise that different types of bacteria and viruses can affect health and that following simple routines				
	can reduce their spread				
Level 5	Able to recognise a positive healthy relationship and the skills need to maintain one				
	To recognise ways in which a relationship can be unhealthy and who can support if needed				
	To be aware that marriage is a commitment that is chosen and not forced upon people				
	To be able to work collaboratively towards shared goals				
	Recognises that difference and similarities between people arise from a number of factors (sex, age,				
	gender identity, disability, orientation)				
	Talk about change and loss and identify ways that grief and loss may be expressed				
	Talk about the importance of sharing memories				
	Describe some of the effects of puberty on male and female bodies and how it may affect physical				
	appearance				
	Use the correct names of female and male reproductive organs and how reproduction occurs in living				
	things				
	Explain how feelings, emotions and relationships may change during puberty and how it may cause				
	mood swings and other strong feelings				
	Talk about how everyone experiences puberty at different rates and that changes in their bodies will				
	happen at exactly the right time for them				
	Discuss how to manage physical changes of puberty				
	Explain that the way the media portray people does not always reflect reality and how this can put				
	pressure on us in relation to our bodies				
	Explain why it is important and how to keep themselves clean during puberty				
	Explain what happens during periods (menstruation) and ejaculation and how to manage both				
	Know where to get help and support				
Level 6	Demonstrate the difference between being assertive and being aggressive and passive responses				
	Able to identify or demonstrate strategies they have seen/used to help resolve disputes between friends,				
	in class and on the playground (including what is appropriate compromise)				
	Identify situations where physical touch is acceptable/appropriate/wanted and explain what constitutes				
	unacceptable/inappropriate/unwanted touch or attention				
	Able to give a simple explanation of what is meant by inclusion, prejudice and discrimination and show				
	how discrimination is sometimes shown through teasing, bullying, hurtful behaviours				
	Be able to predict the consequences of doing something risky/unsafe and describe feelings when				
	thinking about the impact of my actions on others (dares)				<u> </u>
	Explain how babies are made, what sexual intercourse and conception				
	Understand that pregnancy is a choice and can be prevented with contraception				
	Identify a range of changes in peoples lives that can cause feelings of grief and loss				

Level 6	Give examples of how the media portrays males and females and how media messages can promote					
	gender stereotyping					
	Describe how images may be manipulated and why?					
	Explain the effect of media images on how people feel about themselves and their bodies					
	Explain in simple terms what is meant by consent					
	Recognise the behaviours that are acceptable in public and private places					
	To recognise the importance of taking care of their body, understanding that they have autonomy and the					
	right to protect their body from inappropriate and unwanted contact; understanding that actions such as					
	female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears					
	for themselves or their peers (in many cases this element will focus on parent/carer and teacher					
	awareness raising as well as age/ability taken into consideration)					
Level 7	To realise the nature and consequences of discrimination, bullying, teasing and aggressive behaviours					
	and how to respond and ask for help					
	Able to recognise and challenge stereotypes					
	Recognises what peer pressure is					
	To understand the dangers and consequences of sharing private images and sexting					
	Recognises aspects of own identity and understand that it is affected by other things and people					
	Able to show an understanding of the role of a parent, carer and children within families					
	Able to identify the nature and importance of marriage, civil partnerships and other stable, long-term					
	relationships for family life and bringing up children					
	Can recognise how to deal with a breakdown in a relationship and the effect of change, loss, separation,					
	divorce and bereavement					
	To understand that masturbation is a private activity that is completely normal and safe					
	Talk about how human sexuality can be expressed in a variety of ways between consenting adults					
	To recognise how conception occurs and ways it can be prevented					
	Explain how a baby develops in the womb					
	To understand the risks associated with female genital mutilation (FGM), its status as a criminal act and					
	sources of support for themselves or their peers who they believe may be at risk, or who may have					
	already been subject to FGM (in many cases this element will focus on parent/carer and teacher					
	awareness raising as well as age/ability taken into consideration)					
Level 8	Can explain what peer pressure is (examples) and knows some strategies for resisting the pressure					
	Able to suggest ways to negotiate within friendships and families and to recognise that relationships can					
	cause strong feelings and emotions (including sexual attraction					
	Describe the positive qualities of healthy relationships					
	Recognise all types of bullying and how to manage negative behaviours effectively and respond					
	positively to peer pressure (including cyber bullying)					
	To be able to receive constructive feedback and reject unhelpful criticism					
	To understand what expectations might arise from having/being a girlfriend/boyfriend and how to manage					
	inappropriate requests (physical/online)					
	To understand and identify the terms LGBTQ and related terminology					
	Explain how a condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as					
	well as protecting against infections					
	Recognise myths around conception and contraception				_	
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Level 8	To recognise that emotions, affect health and identify ways of managing these positively					
	To know risks and consequences to myself and others of making choices regarding substances					
evel 9	To understand the importance of friendship and consider love and sexual relationships in this context					
	To recognise how the media influences attitudes towards 'culture', 'stereotypes' 'prejudice' and that it may					
	not reflect real life					
	To understand that self-esteem can change with personal circumstances/ range of factors					
	To identify the influences of peer pressure					
	Can recognise and understand how the portrayal and impact of sexual relationships and love are					
	influenced by the media (including through music videos, advertising and sexual images shared					
	To know the laws in relation to consent (legal age of consent to sexual activity and legal definition and					
	responsibility in law for the seeker to ensure it has been given)					
	To know the support services available to help with advice on relationships and sexual activity and how					
	to access them (including C card)					
	To take responsibility for monitoring own health (self- examination)					
	To understand the range of contraception available and the risks of unprotected sex including unwanted					
	pregnancy and STIs					
	To consider different levels of intimacy and their consequences					
	To understand the issues around both the readiness for and delaying of sexual relations					
	To recognise that coercion, manipulation or pressure to agreeing to something is not consent and to					
	respect all decisions made					
_evel 10	Recognises strong emotions and feelings and discuss strategies to manage those appropriately					
	Can understand difference between the terms sex, gender identity and sexual orientation					
	Able to recognise diversity in sexual attraction and developing sexuality, including sources of support and					
	reassurance and how to access them					
	To have an awareness of exploitation, bullying and harassment both in relationships and society					
	(including radicalisation, the challenges posed by online bullying and the unacceptability of physical,					
	emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs)					
	and the need to challenge it					
	Recognise the difference between friendship groups and gangs					
	To recognise that by living together, civil partnerships or marriage chosen freely demonstrate a					
	commitment to each other					
	Able to recognise key parenting skills and qualities and their central importance to family life (including					
	the implications of young parenthood)					
	To know different methods of contraception available and the risks associated with unprotected sex					
	(unwanted pregnancy, STIs) and how to negotiate condom use					
	Recognising how to manage changes in personal relationships					
	To understand and respect others faith and cultural expectations concerning relationships and sexual					
	activity					
	To be able to access sexual health services and. advice					
	Be able to describe the characteristics of emotional and mental health and the causes, symptoms and					
	treatment of mental health					
	To assess the readiness for sex					
evel 11	To recognise when a relationship is unhealthy or abusive					
	To understand the impact of domestic abuse and how to access sources and of help and support					
	Recognising the impact of separation, divorce and bereavement on families and the need to adapt to					
	changing circumstances					
	To manage unwanted attention in a variety of contexts	İ				

Level 11	To understand the role of sex in the media and its impact on sexuality (including pornography and related					
	sexual ethics such as; consent, negotiation, boundaries, respect, gender norms, sexual norms, trust,					ı
	communication, pleasure, orgasms, rights, empowerment, sexism and feminism)					
	Able to recognise correct use of contraception and to understand the consequences of unintended					ı
	pregnancy and of teenage parenthood					
	To understand that fertility levels can vary in different people; can be damaged by some sexually					ı
	transmitted infections, decreases with age and about the options open to people who are not able to					ı
	conceive					
	To know about abortion, the current legal position and the range of beliefs and opinions					
	To understand the pathways available in the event of unintended pregnancy, the possible physical and					ı
	emotional reactions and responses people may have to each option and who to talk to for accurate,					ı
	impartial advice and support					l

Unit Expectations:

All: To complete coursework at either entry level 3 or level 1 (entry level 2 is also an option if needed). To know how to develop and maintain healthy relationships. To know where to seek relationship and sex advice and support.

Some: To know how to use contraception and the importance of protection.

A Few: understand the importance of relationships and your role within that relationship.

Links with other subjects: Science/ Emotional Wellbeing sessions

Pupil Asset Milestones to be achieved:

See future learning colour coded grid – to be monitored every session.

WK	Content (Implementation) Activities	Learning Objectives (Impact)	Evaluation/EBI
Term 4 1 21/02//2022	Indicate how the relationship between a child and a parent/carer changes from birth to adulthood	Know about some different sorts of relationship	
	1.1 Describe three responsibilities of good parents/carers	Be able to recognise what constitutes good parenting/ caring R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families	

		R26. the reasons why people choose to adopt/foster children R27. about the current legal position on abortion and the range of beliefs and opinions about it	
Term 4 2 28/02//2022	1.2 Outline three qualities of good parenting/ caring 1.2 List three qualities of good parents/carers and explain why each is important.	Know about some different sorts of relationship Be able to recognise what constitutes good parenting/ caring R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values	
Term 4 3 07/03//2022	Identify three changes which may take place in a relationship with a partner	Know about some different sorts of relationship H26. the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality R11. strategies to manage the strong emotions associated with the different stages of relationships	
Term 4 4 14/03/2022	Recognise the difference between appropriate and inappropriate physical contact State the legal age for sexual intercourse	Know about some different sorts of relationship R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships R5. The legal rights, responsibilities and protections provided by the Equality Act 2010 R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks R15. the legal and ethical responsibilities people have in relation	

		to online aspects of relationships R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help R18. about the concept of consent in maturing relationships R19. about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences	
Term 4 5 21/03/2022	2.1 Identify two situations when it would be necessary to forge new relationships Outline two benefits of friendship	Understand the importance of relationships R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs R36. skills to support younger peers when in positions of influence R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime	
Term 4 6 28/03/2022	3.1 Give three reasons why people may choose to marry 4.1. Identify three causes of breakdowns in relationships	Understand why people get married Know what may cause relationships to break down	
Term 5 1 19/04/2022	6.1 Outline two potential consequences of separation or divorce for a family 5.1 Name an organisation that	Understand the impact of separation or divorce on family life Know about the work of an organisation that supports relationships in crisis	

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	supports relationships in crisis 5.2 Describe how it carries out its role	R7. strategies to access reliable, accurate and appropriate	
	5.2 Describe how it carries out its role	advice and support with relationships, and to assist others to	
		access it when needed	
		R8. to understand the potential impact of the portrayal of sex in	
		pornography and other media, including on sexual attitudes,	
		expectations and behaviours	
		R12. to safely and responsibly manage changes in personal relationships including the ending of relationships	
		R13. ways to manage grief about changing relationships	
		including the impact of separation, divorce and bereavement;	
		sources of support and how to access them	
		R17. ways to access information and support for relationships	
		including those experiencing difficulties	
		R28. to recognise when others are using manipulation,	
		persuasion or coercion and how to respond	
		R29. the law relating to abuse in relationships, including	
		coercive control and online harassment	
		R30. to recognise when a relationship is abusive and strategies	
		to manage this	
		R31. the skills and strategies to respond to exploitation, bullying,	
		harassment and control in relationships	
		R32. about the challenges associated with getting help in	
		domestic abuse situations of all kinds; the importance of doing	
		so; sources of appropriate advice and support, and how to	
		access them	
		R33. The law relating to 'honour'-based violence and forced	
		marriage; the consequences for individuals and wider society	
		and ways to access support	
		R34. strategies to challenge all forms of prejudice and	
		discrimination	
Term 5			
2	2.1 Locate and name the main parts of	Know about the physical aspects of human reproduction	
02/05/2022	both the male and female reproductive	H30. about healthy pregnancy and how lifestyle choices affect a	
	systems	developing foetus	
	2.2 Qualing the marine steemen of	H31. that fertility can vary in all people, changes over time	
	2.2 Outline the mains stages of	(including menopause) and can be affected by STIs and other	
	reproduction and birth	lifestyle factors	
		H32. about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy	
		H33. about choices and support available in the event of an	
		unplanned pregnancy, and how to access appropriate help and	
		advice	
		advice	

Term 5 3 09/05/2022	3.1 Outline briefly the use and effectiveness of three methods of contraception in a healthy relationship	Know about contraception	
	3.2 Make a decision on an appropriate method of contraception for three different situations e.g. a woman with high blood pressure 3.3 Outline the work of an organisation where advice on relationships and contraception can be obtained 7.1 Describe the main advantages and disadvantages of three different kinds of contraception	Assess the appropriateness of different kinds of contraception H29. to overcome barriers, (including embarrassment, myths and misconceptions) about sexual health and the use of sexual health services R2. the role of pleasure in intimate relationships, including orgasms R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support	
Term 5 4 16/05/2022	3.1 Outline briefly the use and effectiveness of three methods of contraception in a healthy relationship 3.2 Make a decision on an appropriate method of contraception for three different situations e.g. a woman with high blood pressure 3.3 Outline the work of an organisation where advice on relationships and contraception can be obtained 7.1 Describe the main advantages and disadvantages of three different kinds of contraception	Know about contraception Assess the appropriateness of different kinds of contraception H27. about specific STIs, their treatment and how to reduce the risk of transmission H28. how to respond if someone has, or may have, an STI (including ways to access sexual health services)	
Term 5 5 23/05/2022	4.1 State the symptoms and treatment of three types of sexually transmitted infection	Know about sexually transmitted infections and how to prevent their transmission Know how sexually transmitted infections can be prevented	